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THIS REPORT PRESENTS IN CHRONOLOGICAL SEQUENCE THE DEVELOPMENT OF A GROUP-GUIDANCE PILOT STUDY IN NORMAN HIGH SCHOOL, NORMAN, OKLAHOMA. THE PURPOSE OF THE PROJECT IN THE 1964-65 SCHOOL YEAR WAS TO USE THE SCHOOL COUNSELING STAFF AND COMMUNITY CONSULTANTS IN A STUDY OF AREAS OF PERSONAL RELATIONSHIPS. IT WAS HOPED THAT STUDENTS IN SUCH A GROUP WOULD GAIN KNOWLEDGE IN BOY-GIRL RELATIONSHIPS AND SELF-UNDERSTANDING TO BETTER PREPARE THEM FOR ADULT LIFE. AFTER A SCHOOL-WIDE QUESTIONNAIRE WHICH SHOWED THAT 92 PERCENT OF THE STUDENTS FAVORED SUCH A PROGRAM, 29 BOYS AND GIRLS WERE SELECTED ON A VOLUNTEER BASIS. THE PROGRAM CONSISTED OF PRESENTATIONS AND DISCUSSION SESSIONS ON (1) EMOTIONS, (2) THE FUNCTIONS AND NEEDS OF THE BODY, (3) DATING, (4) MARRIAGE, AND (5) MORAL AND SPIRITUAL CODES IN BOY-GIRL RELATIONSHIPS. STUDY SHEETS OF QUESTIONS WERE GIVEN TO THE STUDENTS BEFORE EACH SESSION TO PROVIDE STIMULUS FOR FURTHER QUESTIONS AND DISCUSSION. EXAMPLES OF THESE STUDY SHEETS AND THE STUDENTS' QUESTIONS ARE PRESENTED. AT A FINAL EVALUATION SESSION, 27 OF THE 29 STUDENTS INDICATED ON AN ANONYMOUS QUESTIONNAIRE THAT THE PROGRAM SHOULD BE OFFERED TO ALL HIGH SCHOOL STUDENTS. (NS)

Note:

TITLE WILL Appear in RIE ("Preparation for Successful Adult Life").

PREPARATION FOR SUCCESSFUL ADULT LIFE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Report of a Pilot-Study Concerned with the Development of Understandings and Attitudes of High-School Students in Several Areas Associated with Personal Relationships

by

MARY H. GATCHEL

Coordinator of the Group Program and
Counselor, Norman High School
Norman, Oklahoma

February, 1966

ED011389

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NORMAN HIGH SCHOOL
NORMAN. OKLAHOMA
OFFICE OF THE PRINCIPAL

May 25, 1966

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The A.I.A. program in Norman High School is the only program of this kind which has impressed me as being adequate to cope with adolescent personal problems.

Mrs. Mary Gatchel has developed a procedure for the program after many months of careful study and planning. Her approach to the problems of youth is sound. She has considered the total child with his many emotional problems rather than only one area of interest. Sound, dependable consultants from the community lend much strength to the program.

As principal of the school in which the program has been developed and made a part of the instruction, I can fully endorse it and encourage other schools to undertake a similar study based upon needs in the particular school.

B. Roy Daniel

B. Roy Daniel
Principal

* The A.I.A. (Adolescent Interest Area) program is the identical program described in the pilot-study reported as Preparation For Successful Adult Life. The name was changed when the program was presented to the entire student body in 1965-1966 for ease of public address announcements and notices.

ACKNOWLEDGEMENTS

In every community, when any type of problem becomes evident, there are those who whisper, those who talk, those who ponder, and those who act! Through the combined efforts and support of a group of school and community people, who took steps to initiate positive action in one of these problem areas, a pilot-study was conducted at Norman High School, Norman, Oklahoma, during the school year 1964-1965. This study involved a group-guidance project concerned with the development of certain understandings and attitudes deemed necessary for young people hopefully preparing for successful adult life.

It seems appropriate to recognize those persons whose support and cooperation made this project possible. As a counselor at Norman High School and the reporter of this study, I wish to express by appreciation to:

Mr. Lester Reed, Superintendent of Schools, Norman, Oklahoma
Mr. B. Roy Daniel, Principal of Norman High School and
the Board of Education of the Norman School System whose administrative approval, understanding, educational vision, and true guidance point of view encouraged the implementation of this project.
The Norman Chapter of Altrusa International (and, particularly, Dr. Alice Sowers) for evaluation of a community problem and the courage to suggest the school as an agency which should offer help to youth in this area.
The professional consultants who gave freely and enthusiastically of their time, their knowledge, and their understanding with no regard to the inconvenience caused to their own busy schedules, and whose contributions were invaluable:
Dr. Mildred Jacobs, Psychologist, Cleveland County Guidance Services, Assistant Professor of Psychology at the University of Oklahoma
Mary Abbott, M.D.
Gerald McCullough, M.D.
Mrs. Alice Whatley, Instructor in Marriage and Family Life courses, Home Economics Department, University of Oklahoma
Mrs. Evangeline Freemon, Psychiatric Social Worker and Marriage Counselor at Cleveland County Guidance Service, Cleveland County Health Department
Rev. E. F. Hallock, Pastor First Baptist Church, Norman, Oklahoma
Dr. Gerald Porter, Professor of Education, Coordinator of Family Finance Education at the University of Oklahoma

The alert parents of the volunteer students in the pilot-study group whose deep insight and understanding of a need provided the acceptance of this program

The group most concerned, the volunteer students who gave their time, their attention and their thought to evaluate a project of unproved value at the time they accepted the group's responsibility

The faculty and staff members of Norman High School who helped, particularly Mr. Ford Michael, who provided the audio-visual aids used in this program and made possible a taped record of the consultants' presentations

Mrs. Mary Hartsock and Mrs. Shirley Calkins, who willingly released their classrooms, often at their own inconvenience, to permit the showing of films to the study group

Mrs. Lavonn Meier, whose extra hours of expert typing made possible the great amount of printed material used in the program

THE NORMAN TRANSCRIPT, the local newspaper, whose independent publicity program presented the divergent if controversial views of many people and so alerted the community to the fact that Norman faced the same social problems that the nation faced

The other members of the counseling staff of Norman High School, Miss Florence Pevehouse and Mr. Homer Simmons, whose assistance with the over-all planning of the project, the mechanics of the program, and the preparation of certain data, provided necessary and important factual material.

To all these people and countless others whose help and encouragement "along the road" meant the ultimate achievement of a goal set forth, I again express my deep and sincere appreciation. This was truly a community effort made in the interest of the youth of our city.

Mary H. Gatchel

Counselor
Norman High School

INTRODUCTION

When a youth chooses his occupation, he chooses a way of life! The sociologist can, without question, support this statement; salary scales and prestige ratings seem to prove it. In light of this knowledge, increasingly widespread effort is being made to see that our young people have all possible help in making wise career choices. Schools provide counseling, occupational tests, vocational information files and even credit courses to insure instruction in this area. The community participates in Career Programs in the schools; the city and business officials turn over their specific duties for a day of simulated action, and a youthful mayor or police chief "takes over." Parents talk about jobs and take Junior to see the new engineering building or the science exhibit with the expectation and hope that some of what he sees and hears "will rub off" on the young person involved and he will be able to make a wiser job selection. This is good! Responsibility for occupational choice should be a cooperative endeavor involving home, school and community.

Few will argue with the preceding statements, BUT then ask this question---"How vital are the attitudes, understandings and feelings of youth toward himself and his peers as the forces which truly shape 'his way of life'?" Occupations change rapidly, but the formation of desirable attitudes and self-understanding is a developmental process--it takes time, and change is made slowly. Society's neglect to insist that the instruction,

in this area of personal relationships, become a partial responsibility of the school appears to stem from the feeling that any teaching concerned with this part of a child's life has long been considered a function of the home. It has been an assumed obligation of the family, with a small portion of the teaching of moral values delegated to the church. But "the family," this almost nostalgic term, which calls to mind a close-knit, happy group around the table for the evening meal, lovingly prepared by the joint effort of mother and daughters, is a generally pleasant but unrealistic picture today. The close companionship of father and son fishing on the bank of a shaded stream, with hours of uninterrupted time for mutual confidences to be exchanged, seldom exists now. This warm, comfortable image is in many cases a myth we like to hold close. In this picture of family life, there was the time and the place to talk together, to ask and answer questions, time for attitudes and feelings to grow and to be tested under the guidance of the home and parents; but again this picture is seldom realistic today. The number of families which actually maintain truly close association is relatively so few as to have little community influence and less on a national level.

What, then, has happened to the American family? "Within the past one hundred-fifty years, America has changed from an agricultural economy to a predominately industrial economy."[1] This has effected a shift from a rural to an urban society which has lessened the authority of the head of the family and weakened the cohesiveness of the family as a group. The mother has accepted her dual role in today's economy and taken a position outside the home. The father is away from his family longer hours. The child

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[1]Herman R. Lantz and Eloise C. Snyder, Marriage, (New York, London: John Wiley and Sons, Inc., 1962), p. 22.

comes in daily contact with increasingly more persons of varying home backgrounds. As a result he is constantly challenged by rules of conduct and sets of values often in conflict with those of his own family. Increased participation in adult group activities of a social nature (outside of the family group) intrude further on the parents' leisure time at home. The average child today finds himself so involved in a multitude of activities outside of the influence of his home that he is almost "a stranger in his own house." He is often at a loss for a topic of conversation with his own parents. In a current documentary film,[1] college students were asked why they did not discuss their personal problems with their parents. One boy answered that he wanted to keep his father happy, so it was better not to tell him what was "going on." Perhaps this is true--some parents probably do perfer to remain uninformed about their children's activities and remain "happy" as the boy reported.

Many parents, however, are concerned and are seeking ways to help a situation which they recognize is present. They feel that the average young person has accepted a "too casual" attitude toward certain moral and ethical behaviors which society (by and large) still holds to be desirable and proper. This "too casual" attitude has encouraged misbehavior of varying degrees on the part of numerous adolescents. This situation is true whether we like it or not; it exists in every section of our country and at every level of our society. No lengthy report of these undesirable acts of behavior among our young people is needed. Statistics show increased adolescent pregnancies, illegitimate births, venereal disease, divorce, suicide, vandalism, etc. Few current magazines or

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[1]American Crises Series, Values in America, Indiana University.

newspapers fail to include a story of some such incident. No one likes the situation as it exists; but far too many parents wait to see what someone else will do, comfortable in the assurance that "this tragic thing," whatever it might be, could not possibly happen to "my child."

Where then does the solution lie? Who should provide the help for these young people? Many authorities feel the school must be the agency. Dr. Louella Cole, recognized authority on adolescence says, "Adolescents cannot be expected to understand the changes that have taken place in their bodies or to acquire sensible attitudes toward them without help from adults. Presumably the relevant information and training are best given by parents, but since many parents do not seem able sufficently to overcome their own somewhat guilty attitudes toward sexual matters to discuss the situation with their children, it becomes necessary for the school to provide both the information and training in attitudes."[1]

In discussing a recent tragic experience in Oklahoma City involving high-school students from "good" families, Dr. L. J. West, head of the psychiatric department of the University of Oklahoma Medical School urged a "truly enlightened and educationally-wise approach to the teaching about sex in the school." He further reported "a $125,000 grant to the O.U. Medical Center for study into what happens during adolescence---the bodily, psychological, emotional, and social changes, the dynamics of groups that form---and the inter-relationship of all these things with the others."[3] Agreement with this

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[1]Louella Cole, Ph.D., Psychology of Adolescence (New York: Holt, Rinehart, and Winston, Inc., 1961), p. 90.

[2]Katherine Hatch, Oklahoma City Times, Oklahoma City, Oklahoma, July 11, 1965, pp. 1-2.

[3]Ibid.

type of opinion is widespread. There is increasing support among key people in local communities, who have numerous contacts with boys and girls that the school should assume some responsibility in this area.

In Norman, Oklahoma, where the pilot program reported here was initiated, a number of these people (many of whom participated as consultants) were asked this question, "As a professional person, in close contact with today's youth, do you feel that the school should assume some responsibility for instruction in the area of boy-girl relationships and family life problems including sex education? Explain briefly." Permission to quote their answers to this question was given and their statements are reported here.

Dr. Mary Abbott said,

> Yes. Many times information, advice, etc., is more readily accepted from sources of authority less intimately and emotionally associated with them than the parents. Although authorities say children have 85% of the sexual information they will ever have by the time they are 12 years of age, some of this information may be false or unclear and a course such as this (the Norman High School program) can correct misinformation. For the same reason, I would like to see some such course offered at the junior high level.

Dr. E. F. Hallock, Pastor of the First Baptist Church said,

> Yes! I believe that the class conducted by Norman High School in the area of boy-girl relationship and family life problems including sex education last spring, 1965, was profitable and worthwhile for all those students who were permitted to take part. I also believe that the emphasis on the spiritual, moral aspects, a part of which I was privileged to contribute, should be kept strongly in the program. This is a needed thing in the education of youth and the high school is in the position of being able to secure the best talent in this field. It can be presented objectively, so that it becomes real education.

J. David Rambo, Cleveland County Judge, said,

> As technical knowledge increases, educational skill and technique must improve and expand to meet the needs of the individual. The knowledge and

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J. David Rambo, Cleveland County Judge, said,

> As technical knowledge increases, educational skill and technique must improve and expand to meet the needs of the individual. The knowledge and

sophistication of young people demand that they be furnished correct and meaningful information about themselves and their relationships with other people.

Dr. Gerald A. Porter, Professor of Business Education, University of Oklahoma made this statement:

> Yes - I do! Because most home life and family instruction is weak in this regard and many homes provide none of it. My interest at present is primarily in the area of family money management. This is becoming increasingly important as discretionary income increases and as spending takes on added importance. It is now equally essential that each boy and girl be effectively taught how to spend along with how to <u>earn</u>.
>
> As a speaker in the 1965 program, I felt that I only got off to a start on the money management topic in one scheduled period. This is much better than nothing. More time, however, should be allotted to this and other topics, if at all possible.
>
> I would like to see an expanded program go forward in Norman High School. I hope that more of this vital boy-girl relationship material and family life material can be worked into the regular study pattern at the same time that it is also dealt with in special ways such as the guidance program.

James M. Behrman, M.D., Consultant Psychiatrist, Cleveland County Guidance Service, said,

> I feel that the experimental course (at Norman High School), <u>Preparation for Successful Adult Life</u>, is a very useful program. In its experimental form it reached a few. It could be designed to give all a chance at useful information. Its most useful aspect is that it gives an opportunity to present many ideas and attitudes as well as facts about human intimacy which are difficult to present to youth. It gives the school a chance to offer what many families cannot offer to youth.

Mrs. Eva Jo Minter, Director of Elementary Education in Norman, answered the question of the school's assuming this kind of responsibility. "Yes, if our youth are really going to be able to face the problems of life, they can never be too well informed."

Mrs. Alice Whatley, Instructor in the School of Home Economics at the University of Oklahoma, who teaches college courses in Marriage and Family Life said,

> Yes, schools should assume some responsibility for instruction in the area of boy-girl relationships, and family life problems including sex education. Education has succeeded in dealing effectively with objective facts of many subjects. However, guidance in the development of attitudes conducive to successful adult living is too often neglected. And, yet, attitudes are not formed over a short period of time, but over a long period of time. It is necessary, therefore, that education take an assertive step in guiding young people in their preparation for successful adult living. Too many young college people lament, "If I'd only known in high school what I know now." This need not be the case.

Mrs. Evangeline Freemon, Social Worker and Marriage Counselor at the Cleveland County Guidance Service, stated,

> I feel very strongly that the school must assume some responsibility for aiding our young people in handling inter-personal relationships as they struggle to move into responsible adulthood. Our fast changing and increasingly complex culture is making it more and more difficult for the adolescent to sort out his own identity (including his sexual role) and to develop a value system that lays a foundation for sound family life.

The recognition by the student body that they need help in these areas and want it, as demonstrated by their response to the questionnaire administered prior to the pilot course, testifies to several important points: (1) Obviously they are not receiving sufficient help from other basic social institutions such as the home and the church, (2) and since they appear to be struggling seriously with some of these basic issues, they are strongly motivated to respond to guidance and to make use of it. As an instructor in the course, I was impressed by the serious, thoughtful manner in which the students participated. Their questions and comments verified my conviction that we have been shortchanging our young people by underestimating their capacity for responsible behavior and by failing to provide them with the needed tools to do the job.

As the school assumes responsibility for providing the tools for academic learning, so should it assume some responsibility for providing tools for the mastering of responsible adulthood.

The foregoing statements would seem to indicate a growing consensus that the school may well be the agency which must assume more responsibility in this personal area of a child's life. It appears that it must, at least, accept a share in a co-operative endeavor with the home and the church. If this responsibility is accepted, the vital question arises, "How can this be done effectively within the framework of the average public school?" Only research in this area can offer the answer. A number of school systems[1] are testing various plans. The pilot-study at Norman High School in Norman, Oklahoma, is one small effort in this direction.

An awareness of a need to initiate some type of constructive action to provide the kind of program boys and girls will accept and can find valuable has developed in many places. School administrators, counselors, and parent groups are investigating ways to meet this common problem of developing desirable boy-girl relationships in their communities. This report is an effort to "spell out" in detail the way in which a pilot program at Norman High School was initiated, developed, and completed. This is not reported as a perfect plan, or even as one for any other community to use. It is simply reported as a plan which did "work" and which, in the opinion of the students involved, proved of value to them.

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[1]H. H. Guest, A Report on Sex Education, (Winnepeg, Canada: Winnepeg School Division No. 1, Superintendents Department, 1964), pp. 15-29.

THE PURPOSE OF THE PILOT-STUDY

The purpose of this pilot-study was two-fold. Specifically, it was hoped to determine:

1. Whether or not a student group situation could be arranged within a regularly scheduled high school program which could effectively utilize both the school counseling staff and community consultant resources in the area of personal relationships related to preparation for successful adult life.

2. Whether such a program, if implemented, would be considered of significant value by the students involved.

BACKGROUND AND PLANNING FOR THE PILOT-STUDY

The report which follows is a chronological record of the program as it developed. Forms, letters, and printed materials used in the study and the pilot group are presented in sequence rather than in the usual reporting technique of placing them at the end of the report as appendices. This method was adopted to assist the reader to see more easily the order in which one step followed the other from the inception of the idea for this program to its conclusion.

In the spring of 1964 members of the Public Affairs Committee of the Norman chapter of Altrusa International, a women's service organization, discussed, with the counselor reporting this study, the possibility of the school's assuming some responsibility for helping high school students in our community develop more desirable boy-girl relationships and better self-understanding. It was suggested that any such request must necessarily be sent to the proper administrative officials. Later, during the summer of 1964, a letter was sent to the Superintendent of Schools of Norman, Mr. Lester A. Reed, by this civic group because of its increasing concern that some positive and constructive efforts in this area be made in our community. A copy of this letter follows:

15 September 1964

Dr. Lester Reed, Superintendent of Schools
W. Main Street and Berry Road
Norman, Oklahoma

Dear Doctor Reed:

Members of the Altrusa Club of Norman join other adults in the community in their concern about the welfare of our young people - both junior and senior high-school girls and boys. We believe they are inadequately prepared for dating and for marriage. We agree with the often-repeated statement that the responsibility for giving this information belongs in the home and that parents have the first and major responsibility. But, statements and questions of young people indicate that they are not, at the present time, receiving sufficient information and guidance. Observations of their behavior and knowledge of some of their problems seem to justify this belief.

When discussion groups for parents and/or young people are being considered, one always hears "but you are not reaching the ones who need it the most." We do not know who needs it the most; one can only believe that everyone needs it to some extent.

So, we turn to the schools. We hope you will find it possible to set up a plan, perhaps similar in some respects to that at Ponca City where Dr. Edwin Fair provides the services through the schools. The enclosed letter from Dr. Fair will give a general idea of how he inaugurated the program there; there is also a checklist for students. I'll appreciate it if you will return these but please feel free to copy any part of them you may wish to keep.

We shall be glad to talk with you and to do anything we can to be of assistance to you.

Sincerely yours,

Alice Sowers, Chairman
Committee on Public Affairs

Betty Ruth Jackson,
Club President

In September 1964, as a follow-up of the Altrusans' letter to the Superintendent, the matter was referred to this counselor with the direction to investigate the possibility of developing some type of program to meet the needs outlined by this civic group. Several different avenues of investigation were followed during the fall of 1964. They consisted first of an intensive survey of current literature in the field, and indirect contact with Dr. Lester Kirkendall who supplied the counselor with data from a study referred to previously in this report. This survey was followed by contact with members of the University of Oklahoma classes in marriage and family living. Through the cooperation of the instructor of several of these classes, Mrs. Alice Whatley, more than one hundred-fifty students anonymously responded to the question, "Do you think a course similar to this one you are now taking at the university level would be valuable if offered at the high-school level and if such a course had been offered in your high school, would you have taken it?" With almost complete agreement, enthusiastically expressed, the consensus appeared to be that the high school is probably the best place for such a course, and where it is most needed. With regard to the second part of the question, whether or not the students would have chosen to take it in high school, there was some slight difference of opinion. The ones (in the minority) who were uncertain or who stated they would not have taken it in high school indicated their reason would have been the fear that their peers would have considered such a course as admission of a lack of knowledge in an area about which teen-age boys, particularly, like to think they are well informed and experienced or, at least, want others to think so. Samples of these college students' answers are included here.

1. Yes - I think this course would have been very eye-opening for me as well as my friends. I think the course should be offered to juniors and seniors. This is the time when young pepple need guidance more than any other time. This class has put things into words that I could never have done. It has shown me that having feelings is not wrong only when you give into them is it wrong. At one time in my life I thought maybe I was basically bad because I did have these feelings. I never talked to my mother, she would have talked if I started the conversation but I never really could bring myself to say what I really wanted to. If I could have had this course in high school I could have understood myself better and I could have used it for a crutch to talk to my mother. So far in this class we have not covered anything a Junior or Senior student in high school is not ready for. In fact I think it would help them more than college students. If our college students of today had had this class a few years ago maybe our college moral problem would not be so large. I also believe sex should be taught in degrees from the sixth grade on. So many parents are not really qualified to teach their children about sex.

2. I feel that a course should be offered to students concerning dating behavior and the physical involvements which develop in dating. Since the majority of today's youth begin dating at an earlier age I feel the course should be offered no later than the eighth grade or the age of thirteen or fourteen. I feel it is imperative that the course be given to students and that the course should be required for students. I feel high school is not the place for this course because in many instances it's too late and ideas and morals have already been formulated by students. Junior High School is the beginning for a course like this and should then be followed through into high school. Since many parents just plain don't have the nerve to discuss sex with their children--they should find a way to help their children by requesting the Board of Education in their city that a course of this nature be offered. I feel morality is a major obstacle in the mental well-being of all America and the problem must be handled carefully and soon.

3. I would have taken this course and I wish that it had been offered to Juniors and Seniors and that the class should be mixed. I think that taking a course such as this with an emphasis on the physical aspects of dating and on fitness (emotional and maturity) in marriage would help a lot of high school students through a very trying period of their life when they first begin to experience new emotions. For many have to learn the hard way and in these cases, experience isn't the best teacher. They need answers to their questions from a reliable source.

Following the polling of opinion of the college students, a questionnaire was prepared for the students at Norman High School. These questionnaires were taken to all classes by the counselors who asked simply that they be read carefully and answered honestly. This was done by counselors in order that (1) directions would be identical and (2) that no conditioning for or against such a course would become a factor in the opinion poll of the high school students. The questionnaire and the tabulation of results follow:

STUDENT OPINION QUESTIONNAIRE

"Teen-age problems" - this seems to be everybody's current interest. Magazine stories, newspaper articles, P.T.A. study groups, parent panels, and even groups where students choose the subject for study are discussing the subject. Do almost all boys and girls face the same problems? Are there things you would <u>really</u> like to express your ideas about---questions you'd honestly like to ask and have some "straight" answers given to you?

Today's boys and girls are dating earlier and marrying younger. Many students have expressed a need for a time and place to talk about their concerns and attitudes as well as the facts related to adequate preparation for these responsibilities.

Many colleges and some high schools are creating opportunities for their students to have programs whose purpose is to deal with preparation for successful marriage and family relationships. Discussion and study often develop not only around the physical aspects of desirable boy and girl relationships but also the emotional, the moral or spiritual and economic as well. Specialists in these areas---doctors, psychiatrists, ministers, and family finance people---help in these programs.

Consideration is being given to the possibility of providing such an opportunity for students at Norman High School. Please express your honest and sincere feeling about such a program by checking the following questions:

1. Do you think a program of this kind is valuable and desirable for high school students? YES ___ NO___

2. Do you think your parents would approve of such a program? YES ___ NO___

3. What area would you spend the most time discussing? _____

_____

4. Your grade 10_____ 11_____ 12_____

5. Sex Boy_____ Girl_____

Please return this sheet <u>unsigned</u> to the person who gave it to you.

NORMAN HIGH SCHOOL
GROUP GUIDANCE PROGRAM

RESULTS OF SURVEY BY STUDENT QUESTIONNAIRE

QUESTION I -- Do you think a program of this kind is valuable and desirable for high school students?

Group	Yes	No	No Answer or Undecided	Total Responses	Class Totals
12th Boys	199	19	1	219	
12th Girls	228	9	1	238	457
11th Boys	197	26	1	224	
11th Girls	221	10	0	231	455
10th Boys	208	28	1	237	
10th Girls	232	14	0	246	483
TOTALS	1285	106	4	1395	1395
PERCENT	92%	7.5%	0.3%		

QUESTION II -- Do you think your parents would approve of such a program?

Group	Yes	No	No Answer or Undecided	Total Responses	Class Totals
12th Boys	203	12	4	219	
12th Girls	230	6	2	238	457
11th Boys	198	18	8	224	
11th Girls	220	9	2	231	455
10th Boys	215	20	2	237	
10th Girls	227	15	4	246	483
TOTALS	1293	80	22	1395	1395
PERCENT	92.7%	5.73%	1.57%		

QUESTION III -- What area would you spend the most time discussing:

1. Marriage: Problems, Preparation, Responsibilities
2. Dating: Boy-Girl Relationships
3. Moral and Spiritual Aspects of Boy-Girl Relationships
4. Emotional
5. Family Relationships: The Home, Parents, etc.
6. Teen-age Marriage, Problems and Responsibilities
7. Physical Aspects: Pre-marital Relationships, Sex
8. Economic

In light of the factual data from current books, periodicals, newspapers, the opinions of certain college students who were experiencing similar types of information and discussions (to a much more complete and detailed degree, of course) as those contemplated for a high school course, and the poll of Norman High School students themselves, which indicated overwhelmingly their approval of such a course offering at Norman High School, the next step was to contact a group of community leaders for their opinion.

On December 18, 1964, a luncheon meeting was held at the high school and the entire project and procedure, as outlined so far in this study, were presented. This community group was carefully chosen, each member for a specific reason, his association, in some particular way with young people and their problems. The group consisted of:

Mr. Lester A. Reed - Superintendent of the Norman School System

Mr. Herbert Kuhlman - President of the Norman Board of Education

Mr. B. Roy Daniel - Principal of Norman High School

Mr. David Rambo - Cleveland County Judge

Dr. Alice Sowers - Chairman of the Altrusan Committee on Public Affairs and pioneer educator in the field of Family Living

Dr. Hallock - Pastor of the First Baptist Church of Norman

Dr. James Mayfield - Physician and surgeon, who has many contacts with students of high school age

Mrs. Alice Whatley - Instructor Home Economics Department at O.U. and teacher of university courses in Marriage and Family Living

Mrs. Sue Kendall - Parent and teacher of physical education at the high school level, whose experience with personal problems of girl students has given her an invaluable insight into this area

Mrs. Evangeline Freemon - Psychiatric social worker at Cleveland County Health Department Guidance Service

Dr. Mildred Jacobs - Faculty member at O.U. and clinical psychologist at University of Oklahoma Psychological Clinic

Mrs. Jane Jelovehan - Reporter from the local paper, The Norman Transcript

Mrs. Eva Joe Minter - Elementary Coordinator of the Norman School System

Mr. Homer Simmons, Miss Florence Pevehouse, and Mrs. Mary H. Gatchel, Norman High School Counselors

At the conclusion of the meeting and the presentation of the proposed project, each person present indicated approval of the plan to offer a pilot program at Norman High School and volunteered his personal support of such a program in this community.

Following the Christmas vacation, in January 1965, an announcement of the pilot program was made to the entire student body over the public address system as are all school announcements. Volunteers were invited to enroll at the counselors' office. The enrollment was first limited to twenty-five, and enrollees were taken on a "first-come" basis. The course was offered during the second hour, a situation which limited enrollment to students who had a second hour study hall. The first twenty-five to appear included several more girls than boys; so the next four boys to apply were accepted, and twenty-nine students were actually enrolled in order that the ratio of boys to girls would be desirable. Each of the twenty-nine students was given a letter to take home to his parents. One of the requirements for enrollment in the course was attendance of the parents (one or both), or a responsible adult delegated by the parent, at a meeting with the counselor. This meeting was to explain in exact detail the purpose and content of the course. A sample of the letter sent home and returned to the counselor is included here.

PARENTS' LETTER

February 15, 1965

Dear Parents:

Your child has asked to become one of a group of 25-30 students who will participate in a pilot program being conducted at Norman High School this semester.

This group will engage in a comprehensive study under the direction of specialists of a number of areas, which present problems to most young people today. These areas will deal specifically with the problems which the Norman High School students themselves pointed out on a recent questionnaire. They will include discussions on emotional factors, physical problems, particularly those involving human reproduction and veneral disease, spiritual and moral values, parent and family relationships, and family finance. All of these will be related directly to the effect they have on developing desirable boy-girl relationships in high school. It is hoped that these students will acquire attitudes and knowledge which will help them as they look toward marriage and a successful adult life. The findings of this pilot group of students will help to determine the possibility of offering a similar course to large groups of the student body in the future.

TO EXPLAIN THE DETAILS OF THIS PROGRAM AND THE MATERIAL TO BE PRESENTED, A MEETING FOR ALL PARENTS OF THIS SELECTED GROUP OF STUDENTS WILL BE HELD AT:

NORMAN HIGH SCHOOL - ROOM 2 - CAFETERIA, ENTER SOUTHEAST DOOR

ON THIS WEDNESDAY, FEBRUARY 17, 7:15 P.M. - 8:15 P.M.

It is urgently requested that at least one parent or an adult from the student's family be present.

Sincerely,

(Mrs.) Mary H. Gatchel
Counselor

Please sign and indicate whether we can expect you. _____ Yes _____ No

_____
(Parent's Signature)

After school and community support of the program was insured, much time and thought went into the selection of consultants who could best present the areas of interest which the students themselves had selected, on their questionnaires, as the ones they wanted to discuss. Locating personnel who were not only qualified, competent and interested but who were available at a given time of day for participation in the program presented a time-consuming task for the counseling staff. However, the location of Norman High School in a university community gave our program a tremendous advantage and access to men and women of unquestioned competence. The following schedule was completed and ready for presentation to the parents of the students enrolled for the pilot program.

PILOT STUDY - PREPARATION FOR SUCCESSFUL ADULT LIFE
SCHEDULE OF GROUP MEETINGS

SESSION	DATE & TIME	DISCUSSION AREA	SPECIALIST DIRECTION SESSION
I	Wednesday February 24 9:30 - 10:30 AM	Orientation and preparation for first session with specialist	Mary H. Gatchel, Norman High School Counselor
II	Wednesday March 3 9:30 - 10:30 AM	Your Emotions	Dr. Mildred Jacobs, Psychologist, Cleveland County Guidance Services, Asst. Director, Psychological Clinic at O.U., Asst. Professor Psychology O.U.
III 3 meetings will be held in order to show films & collect questions before the regular session	Tuesday March 9 9:30 - 10:30 AM	Film-"Human Reproduction"	Will be shown to boys only by Mr. Simmons in room 205, Science Bldg.
		Film-"The Innocent Party"	Will be shown to girls only by Mrs. Gatchel & Miss Pevehouse in room 10
	Wednesday March 10 9:30 - 10:30 AM	Film-"The Innocent Party"	Will be shown to boys only in room 205, Science Bldg.
		Film-"Human Reproduction"	Will be shown to girls only in room 10

SESSION	DATE & TIME	DISCUSSION AREA	SPECIALIST DIRECTING SESSION
	Thursday March 11 9:30 - 10:30 AM	Your Body-Understanding Its Functions and Needs	Dr. Mary Abbott, M.D. Dr. Gerald McCullough, M.D.
IV	Wednesday March 17 9:30 - 10:30 AM	Dating	Mrs. Alice Whatley, Instructor in Marriage & Family Life Courses at O.U.
V	Wednesday March 24 9:30 - 10:30 AM	Marriage and	Mrs. Evangeline Freemon, Psychiatric Social Worker and Marriage Counselor at Cleveland County Guidance Service, Cleveland County Health Department
VI	Wednesday March 31 9:30 - 10:30 AM	Family Relationships	
VII	Tuesday April 6 9:30 - 10:30 AM	Your Moral and Spiritual Code	Dr. E. F. Hallock, Pastor First Baptist Church, Norman
VIII	Wednesday April 14 9:30 - 10:30 AM	Your Finances as they Relate to Successful Marriage	Dr. Gerald Porter, Professor of Education, Coordinator, Family Finance Education at O.U.
IX	Wednesday April 21 9:30 - 10:30 AM	Evaluation of Program	Counselors and Students

On February 17, 1965 the parents' meeting was held. Each of the students was represented except three, two of whom had mothers who worked at night and one who had a mother who lived out of town. Each of these parents talked on the phone with the counselor about the program and gave written permission for the student's enrollment in the class. This parents' meeting was frank, detailed and exact as to the kind of material

to be presented. Booklets and pamphlets showing plates similar to the films to be shown to the students were made available to the parents. The types of questions usually asked by this age high-school students (as reported from several programs of this nature) were also read to them, particularly those concerned with the physical area, sex, reproduction, and venereal disease. Every effort was made to have parents understand the purpose of the program and the kind of factual information which would be presented to their boys and girls. Copies of the schedule of group meetings, as planned, with the speakers who would be leading the discussion groups, were given to the parents in order that they could see the professional competence of the consultants who had agreed to participate in the program. Discussion and questions were encouraged. At the conclusion of the discussions the counselor gave each parent a blank white card. The parent was asked to make some kind of response on the card and was told that if he desired his child dropped from enrollment in the course, in the light of the information given at this meeting, all he needed to do was to make his wishes known on the card and the student would be dropped without any further discussion or embarrassment to anyone. No parent asked to have his child dropped. The responses were interesting and a number are reported here. Of particular interest and significance might be the feeling that several parents expressed when they said this program should be introduced at the Junior High School level. Recent indications indicate this could well be true. Some of the typical parent responses were:

"Suggest it be started in Junior High. Yes."

"I feel this program is long overdue in Norman. You have my heartiest approval and backing. I am grateful for my child to have this type of training. If I can help in any way I am willing.

"I think the program is something we have needed for many years."

"I feel my son is very fortunate to be in this class. My opinion is the course is a bit late in the student's life."

"I am delighted that my daughter will have this opportunity to learn some very important facts. I hope this program works out well--I have two boys in Junior High."

"I wholeheartedly endorse this program and desire that my daughter take this course."

"I only feel it should be started at an earlier age."

"I am for your program as you have outlined it here tonight."

"I am very interested in having my daughter take the course. I believe that all children discuss sex among themselves and feel they should have the knowledge come from persons trained to teach and really understand what they are telling. Most parents are not trained to express themselves in the proper manner even if the child does bring up the subject."

"I am happy to have my child participate in this program. I wish it could have been sooner."

"I think this course is marvelous. Believe me as a wife of a doctor I know what is going on. I'm proud my child volunteered. We thought we had discussed everything with him but I'm sure he can always learn more."

The first group meeting of students, the orientation for the program, was held on February 24, 1965. A copy of the plan for the first meeting follows.

Counselor's Plan for

SESSION I

ORIENTATION-FIRST MEETING WITH STUDENTS

Roll call - First meeting of the course as outlined

Seating plan outlines

I. Purpose of today's session -

A. Orientation - re-explanation of purpose and background of program.

B. Give out schedule of group meetings - keep for future use in notebook.

C. "Set the state" for first guest lecturer.

II. Routine procedures outlined
Group

A. Will meet in room 10 except when boys and girls will meet separately (see schedule for room assignments).

B. Questions for the next session will be collected each time, but will collect questions <u>any time</u>. Also will have locked mailbox in counselor's office for questions and subjects for discussions. Anonymity of questions stressed. Mailbox was displayed.

Only homework will be to have at least one question or subject for discussion in the box for the lecturer <u>in advance</u>.

Reason - <u>This will make the program valuable to you personally</u>.

III. The film we are going to show is called "Understanding Your Emotions." It will open the door to your thinking in this area of feelings-emotions. It's general but sets the <u>psychological background for next week's class</u>.

Dr. Jacobs, our first guest lecturer will (next week) briefly discuss these basic emotions presented in this short film and will then <u>concentrate</u> on the one which is involved so deeply in desirable boy-girl relationships - that of love-affection or as in the film the emotion associated with "liking," "pleasure," etc.

Show film - Understanding Your Emotions from OU Film Library and/or alternate or possible addition "How Much Affection" from OSU Film Library.

IV. Pass out study sheets for Session II.

V. Collect questions from students on emotional area and remind them they may also bring questions to the office before ____(date)____.

VI. Work for good group rapport.

The locked mailbox, for the collection of the anonymous questions from the group was a black, tin, old-fashioned mailbox, which hung from a chain on the counselor's office door. A few days prior to the meeting for which the questions were collected, the box was opened, the questions were typed, duplicated and sent to the speaker. They were also given to the students for reference during the class discussion. Each student was given a folder in which these questions were kept during the course. The routine for each of the group sessions was the same, namely, a stimulus or study sheet was given out at the end of each meeting. This contained questions which other students in similar groups in other programs are reported to have asked about the topic to be discussed. This procedure, while in some instances it may have channelled the line of thought of some students, did create a feeling of permissiveness which allowed students to ask for discussion or clarification of areas about which they might have been afraid to ask. This procedure was checked with a competent psychologist for soundness of procedure and was approved prior to its use. The stimulus or study sheets and the lists of questions which were actually asked by the pilot group are reported here.

Copies of the Six Study or Stimulus Sheets
Given to Students Prior to
Discussion Meetings

Study Sheet - SESSION II

DISCUSSION AREA - YOUR EMOTIONS

Emotion is defined as "strong, generalized feeling; psychical excitement, as love, hate, fear, anger, etc."

Special emphasis will be placed on those emotions which have particular significance with regard to boy-girl relationships at adolescence.

The following questions have been asked by many teen-agers in other groups. Perhaps you would like some of these discussed by the psychologist who will speak to this group. If not, perhaps they will suggest other questions you would like to have covered in this session.

1. How can you know if you <u>really</u> love someone?

2. Is it true that a girl has more control over her emotions than a boy?

3. Can you get terribly angry with a person you really love?

4. Will a person you love try to make you jealous?

5. Can you tell the difference between love and infatuation?

6. How do you get over feeling uncomfortable around the opposite sex - especially when you just start to date?

7. My feelings always seem to be getting hurt - I didn't use to be this way. Why now?

8. My parents complain I never talk to them anymore. It's true, I just can't. Why?

9. If you really like someone, you want to pet. Is it wrong?

10. If you pet, how can you know when to stop before you go too far?

11. Should you tell a boy you date now and think you love about what happened between you and another boy? I feel guilty every time I think about it - what happened before.

Study Sheet - SESSION III

DISCUSSION AREA - YOUR BODY UNDERSTANDING ITS FUNCTIONS AND NEEDS

Two of the physical areas about which teen-agers have special concerns are:

1. Human Reproduction
2. Venereal Disease

Two films will be shown on two separate days before a physician will discuss these topics with you.

One film, "Human Reproduction," was prepared by the University of Minnesota and has been used by Dr. Edwin Fair in the Ponca City, Oklahoma, public school program for the past several years.

The other film, "The Innocent Party," comes from the Oklahoma City Health Department, Division of Health Education, and is also used in the Ponca City Program.

The following questions have been taken from a list of questions asked frequently by other high-school students and are listed in a booklet by Dr. Donald E. McLean and the Rev. Charles E. Batten: [1]

1. At what age do boys and girls mature sexually?
2. What is homosexuality?
3. What is perhaps the main cause of infertility?
4. What are venereal diseases? Is there any way to get them besides intercourse?
5. Is it true that not all male sperm cells are capable of fertilization?
6. Please discuss masturbation. Why is it such a problem in youth?

YOU WILL HAVE AN OPPORTUNITY TO ASK YOUR OWN QUESTIONS ON THE CARDS GIVEN TO YOU. THEY WILL BE ANSWERED BY THE DOCTOR AT OUR NEXT MEETING.

[1] Charles E. Batten and Donald E. Mclean, Fit To Be Tied (New York: Seabury Press 1960)

Study Sheet - SESSION IV

DISCUSSION AREA - DATING

The following questions have been asked frequently by boys and girls whenever this topic is discussed. Perhaps some new and different questions come to your mind or you may wish to have some of these listed discussed.

1. Does going steady give the boy the right to think that he has "extra privileges"?

2. What harm is there in going steady?

3. What is wrong with petting?

4. Is it a good policy to discuss "sex" problems with your girl?

5. How should a couple guard against a sex act over a long period of time if the parents don't help them?

6. Give good reasons that don't sound too angelic, what you could tell a boy why you won't go all the way.

OPPORTUNITY FOR YOUR SPONTANEOUS COMMENT OR QUESTIONS WILL BE WELCOMED AT ANY TIME DURING THE CLASS BY OUR GUEST SPEAKER, MRS. WHATLEY.

List any questions you would like to have answered or any topics you would like to have discussed at the next group meeting. Put them in the mailbox, in office of the counselor, who is working with your group.

Study Sheets - SESSIONS V AND VI

DISCUSSION AREAS - MARRIAGE AND FAMILY RELATIONSHIPS

The most frequently mentioned area for discussion on the questionnaires answered by all Norman High School students concerned marriage. Many students asked, "How do you make a marriage last?" "What makes a good marriage?" etc. Mrs. Freemon will discuss these and other related questions.

Some other often asked questions are:

1. Is there any "best age" for marriage?

2. Is "romantic" love enough for successful marriage?

3. How do you answer the statement that "pre-marital experiences are necessary and make for a better adjustment after marriage"?

4. What personal characteristics seem to be the most essential in a successful marriage? Do opposites attract?

5. What is the greatest cause for marriage failure?

6. What about financial help from parents for high-school couples who marry?

7. Do boys and girls from large families make better marriage risks?

Study Sheet - SESSION VII

MORAL AND SPIRITUAL CODES AS THEY ARE RELATED TO BOY-GIRL RELATIONSHIPS

In answer to an often-asked question "What would be a sound policy regarding sex?" Dr. Sylvanus M. Duvall has given the following answer. He says:

> The best and most sensible policy to adopt would be a free permissiveness for feeling and a moral restraint upon conduct. All through life we see things that we admire and would like to posses: homes, clothes, jewelry, picture, and bank accounts. We do not feel that it is at all shameful to be interested in and want them, even though they belong to others. We exercise moral restraint over our conduct and do not feel that we have a right merely to take whatever we want! So it should and can be with sex. We shall be naturally and rightly interested in it. We shall feel strongly attracted to members of the opposite sex, including those who "belong" to others without embarrassment or shame. Yet we shall also recognize that, as there must be moral standards about property, so there must be moral standards about sex. Any code has defects. Most moral standards are extensively violated. But, all in all, after all the values and tragedies of sex have been evaluated, the Hebrew - Christian ideal still seems the most satisfactory: chastity before marriage and fidelity afterward. Can you come up with anything better?[1]

These questions have been asked by other teen-agers:

1. What is conscience:

2. Can you have fun if you are good?

3. Does morality make sense?

4. It's my life; and if I choose to be unhappy, isn't that my own business?

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[1]Sylvanus M. Duvall, Before You Marry (New York Assoc. Press, 1959), pp. 66-67.

Other questions related to basic qualities of character such as honesty, loyalty to one another, deep or shallow religious beliefs, etc., are often asked.

Think about this area and write your own personal questions on your cards. Keep in mind that we will make no attempt to discuss spiritual values from any one denomination, only from a broad general understanding of the word.

Study Sheet - SESSION VIII

INFORMATION CONCERNING THE MANAGEMENT OF FINANCIAL PROBLEMS

> The use of money is more of a program for the modern young person or couple than it was for their ancestors because, in our national economy, money has come to play a larger role![1]

> A knowledge of some basic facts about money problems appears essential and is closely related to a happy family relationship before and after marriage.

Some questions asked by young people in this area are:

1. How much money do you need to get married?
2. Is a budget necessary?
3. What about parents giving money to a young couple in school? Someone says it can cause trouble. How?
4. Who should handle the money in a family?

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[1]Henry A. Bowman, Marriage For Moderns (New York: McGraw-Hill Co., Inc., 1960), p. 371.

The Sets of Questions Asked by This
Student Pilot Group in Each Area

PILOT STUDY - PREPARATION FOR SUCCESSFUL ADULT LIFE

The following questions were asked by the "Pilot Study Group" related to the area of emotions. The questions are stated exactly in the form in which they were submitted.

1. What is the psychological reasoning behind a person who won't try to control their sexual actions or feelings? How do they explain their actions to themselves? Or to others?

2. Why do some boys go to Mexico[1] and then brag about it? Why do so many parents think it's all right?

3. How can a high school girl face herself, her family, and her friends when she has lost her innocence?

4. *Can you tell the difference between love and infatuation?[2]

5. *Are girls more emotional than boys?

6. Is it possible to love someone and not go steady with them for fear of being taken for granted and being hurt, and also you are afraid of permitting sex.

7. *Do girls really have more control over their emotions than boys?

8. How can you learn to control your emotions when you love someone that doesn't love you?

9. *How do you get over feeling uncomfortable around the opposite sex, especially when you just start to date?

10. My parents have at this time refused to let me date four different boys: (1) because I was making a fool of myself over him, (2) because he doesn't have high enough ideas - it was really because his family didn't have as high an income as us, (3) he was a year younger than I, (4) he was putting bad ideas in my head. What I want to know is how does this effect a person. My parents and I are now fighting a lot - is this possibly a reason for my rebellion?

---

[1]Students reported cases of high-school boys who actually went to Mexico to experiment in the area of sexual activities by visiting prostitutes.

[2]Questions marked by asterisks were asked several times.

11. Does love between 2 people really last or does it just become a habit?

12. *Is there really such a thing as love?

13. How can you tell if you really love someone?

14. What is your definition of petting?

15. Why is it hard to talk to my parents?

16. Problems in talking to your parents, especially father.

17. How can you get rid of a complex about what happened between you and someone?

18. Is petting a personal problem about which you yourself should set limits on? (Right for some, but not for all.)

19. Is it wrong to pet with someone you love and they love you?

20. How can you feel comfortable around a girl or boy when you are on a date or in a group? Why are people sometimes uncomfortable in the first place?

21. Will a person you love try to make you jealous?

22. *What is love?

23. Does petting come from love or curiosity?

24. Sometimes after petting with my girl friend, I feel guilty. Does that mean that I feel that it's wrong? Does everyone feel this way? Does this mean I love her?

25. *When you have been dating someone you really like, why do you <u>want</u> to pet and how do you know when to stop before it's too late.

26. How can you keep from showing too much affection to someone you think you love?

27. Is there a way to keep from getting too emotionally involved with someone you date, and not getting hurt?

28. *Is petting wrong? What makes it wrong? How can it be avoided?

29. Why are you scared when you first love someone, is it your emotions?

30. When do you think that love should be made?

31. If the person you think you love is the first person you have ever loved - how can you be sure it is "true love?"

32. How can you really know if you love someone enough to marry them, or whether it is a passing strong friendship?

33. What is the difference between love and a "crush"?

34. If love is expressed, is mild petting permissible?

35. Should you "plan" with a boy you think you love?

36. If a person you love hurts you - what causes the physical illness?

37. If you like a boy, and he wants to pet and you don't what should you do? If you know he'll get angry if you put him off what is an easy way to put him off without hurting his feelings?

38. My parents are always yelling at me because I can't get along with my sister - can you suggest to me a few ways in which I can get along better with her? (She is 5 years old.)

39. I am very skinny, how can I get a boy to like me if he calls me skinny?

The films, shown in connection with the physical area, Understanding Your Body, Its Functions and Needs, were shown to groups of girls and boys separately. The discussions, under the supervision of physicians, were also held with boys and girls in separate groups. It was felt that the students would be more comfortable and less self-conscious if this area was covered in separate groups. Parents generally expressed feelings that this procedure was desirable in view of the personal nature of questions asked by the students.

The physician consultants and counselor mutually agreed that these discussions would be frank and honest but that the purpose of the course would be kept clearly in mind, namely, to provide information which would help develop better self-understanding as well as desirable boy-girl relationships. For this reason, certain topics would not be discussed. Specific methods of birth-control and related topics as well as abortion were not to be discussed. Students were told information in these areas was neither appropriate nor necessary for students at the high-school level. They were also told that information related to birth-control should be obtained, by a couple just prior to their marriage, from their physician since this is a completely personal and individual problem in which both physical, emotional and religious needs must be considered.

NORMAN HIGH SCHOOL - NORMAN, OKLAHOMA

PILOT STUDY - PREPARATION FOR SUCCESSFUL ADULT LIFE

The following questions were asked by the "Pilot Study Group" related to the physical area. The questions are stated exactly in the form in which they were submitted.

1. Is there any pre-marital care a woman should go to a physician for?
2. Is there a "safe-time" before or after periods?
3. Are there any specific things we should know about our husband to keep from hurting him?
4. Is intercourse OK during pregnancy?
5. What do you do when you love someone and you want to give it?
6. *Is venereal disease contagious other than by sexual intercourse?[1]
7. Is one sperm cell all that is needed to fertilize an egg?
8. Are all sperms able to fertilize an egg?
9. What is perverted sex?
10. Do normal people do the things that are described in the book Cundy?
11. *What is masturbation? How is it expressed?
12. What causes "cramps" during a period? If you have them very badly does it mean there is something wrong?
13. Why do boys like to touch girls so much?
14. How do most boys get mono?
15. At what age do boys and girls mature sexually?

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[1]Questions marked by asterisks were asked several times.

16. Are there any symptoms of venereal disease?

17. Is it only caused by sexual intercourse?

18. Is there any "best time" for reproduction to occur in the female?

19. What is the cause of impotency?

20. *What is homosexuality?

21. *What is a venereal disease? How may it occur? What does it do?

22. How is an abortion given?

23. Should the man you marry have experience in intercourse so that one of the two will have experience?

24. Can the female egg be fertilized if the membrane in the vagina is not broken? Please answer.

25. Can heavy petting lead you to trouble?

26. Is it wrong to pet if the two people really like each other?

27. Do boys have any cycle they go through like us girls and our periods?

28. Exactly what happens when you have V.D.?

29. Explain exactly how the sperm meets the egg. What time? How? What conditions?

30. Is it harder for a boy to control himself when he starts necking?

31. Is sexual intercourse painful to either male or female?

32. What causes vericose veins?

33. What happens to the blood vessels in the uterus after a pregnancy is terminated?

34. What happens to the female's breasts during pregnancy?

35. How does venereal disease affect unborn children?

36. How are they cured?

37. What is the function of the umbilical cord?

38. What is done with it at birth?

39. Please explain the nursing of a baby?

40. What is the problem faced by today's teen in sex and all that is concerned?

41. How is the membrane at the opening of the tube broken?

42. I know it's not very practical, but if one of us had to help deliver a baby, what generally should be done?

43. Can a person get syphilis from kissing someone--even if they've had sexual intercourse?

44. Are there other kinds of V.D. besides syphilis?

45. Can you stop syphilis yourself? If so, how?

46. What is the function of the ovary that isn't connected to the uterus?

47. Can fertilization occur at any time, so long as intercourse has occured?

48. When you are pregnant and your breasts enlarge, do they flow before birth, or do you in some way open them?

49. How can you be assured that you won't get syphilis after you are married or have been for quite a while?

50. When do the first signs of syphilis appear?

51. *Exactly how is venereal disease or syphilis contracted, besides from someone else?

52. Does it make any difference as to the health of the baby if a girl has a heavy menstrual flow or a light one?

53. Can a girl get venereal disease if the boys used artificial methods? Does complete intercourse have to occur before a person can get venereal disease?

54. Does becoming pregnant affect your emotional state?

55. How would you tell a young child about human reproduction if they ask how babies are born?

56. *Can you get this disease without having a relationship with someone?

57. What is the difference between syphilis and the other disease?

58. *Are the symptoms of gonorrhea the same as syphilis?

59. What besides not having intercourse, can you do to prevent contraction of V.D.?

60. *What are the symptoms of gonorrhea?

61. Can V.D. be completely cured in its latter stages? How long is too late?

62. What are the effects on you and your mind after it first hits? What can be done to cure it?

63. If intercourse occurs between the 14 days that the eggs are developing does the sperm still unite with the egg?

64. Can a girl get pregnant by intercourse if she is not in her period?

65. If you wear a protector during the intercourse, can the boy still get syphilis from a girl?

66. Is there any ways of getting rid of venereal disease before they get started to where you would have to visit a doctor?

67. Are there any ill effects of masturbation?

68. Why is one ovary separated from the fallopian tube?

NORMAN HIGH SCHOOL - NORMAN, OKLAHOMA

PILOT STUDY - PREPARATION FOR SUCCESSFUL ADULT LIFE

The following questions were asked by the "Pilot Study Group" related to the dating area. The questions are stated exactly in the form in which they were submitted.

1. Is there any easy way to tell a boy you no longer want to go steady, without hurting his feelings?

2. Do people go steady because they really love each other or more for convenience and date security?

3. Should you set up some personal rules for dating (not kissing on first date, etc.)?

4. Should a boy and girl go steady or is it better to date different boys or girls so that you can get a better outlook on the boy or girl you may like?

5. Explain the give and take in a relationship between a girl and a boy.

6. If you really love someone, will you have to make a conscious effort to have fun or will it come naturally? How do you keep from getting tired of the same person after say 15 years?

7. I am very leary of all boys I don't know and I tend to think they are bad and many times I've made a boy I like hate me because he thinks I think I'm faultless and I don't mean to leave this impression. Why do I?

8. Is "romantic" love enough for successful marriage?

9. What is the greatest cause for marriage failure?

10. Do you think a couple should have a big family if they can't afford it?

11. When a boy is settled down with one girl, why does he often go out on that girl and date others?

12. When you're going steady and are serious, how can you keep your standards high when you are alone?

13. Why do parents object to "steady" dating when I'm 18 and almost in college. Isn't that my decision? They say they don't want me to get serious. I don't enjoy dating a lot of boys, but rather just one. Why don't they understand?

14. When you are not sure you want to break up with a boy, how do you know if its just that you like the security or if you really still like them? Its so hard to break up.

15. Sometimes I just go out and want to be picked up just for the excitement (not for petting or intercourse) but for necking and the excitement?

16. If a boy I like a lot thinks I still like the boy I <u>was</u> going with, how do I let him know?

17. On a first date, how can you tell if a kiss will make the boy lose respect for you - I don't mean a peck on the lips?

18. Should you discuss sex with a steady boy friend - not in relation with each other, just in general?

NORMAN HIGH SCHOOL - NORMAN, OKLAHOMA

PILOT STUDY - PREPARATION FOR SUCCESSFUL ADULT LIFE

The following questions were asked by the "Pilot Study Group" related to the area of "Marriage and family relationships." The questions are stated exactly in the form in which they were submitted.

1. How can you tell if you love somebody enough for marriage or just for sex?

2. *Is there a right age to marry?

3. Do you think it is advisable or preferable for a girl to work for a time before she is married?

4. What do you think of women who put their husbands through school by working? Will this hurt or help the marriage?

5. Should two people have similar likes and dislikes to have a happy marriage or does it make a difference?

6. Besides love, what other characteristics must a couple possess for a happy marriage?

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*The question was asked more than once.

NORMAN HIGH SCHOOL - NORMAN, OKLAHOMA

PILOT STUDY - PREPARATION FOR SUCCESSFUL ADULT LIFE

The following questions were asked by the "Pilot Study Group" related to the area of moral and spiritual codes. The questions are stated in the form in which they were submitted.

1. How do you set your morals?
2. *Can you have fun if you are good?[1]
3. If you believe in something completely, does this make it right?
4. Should a husband and wife be of the same faith? Is it absolutely necessary?
5. If you cannot decide what you believe, what are some objective sources for reading about various religions and faiths? Please include some other than Christianity.
6. If a person wants to be Catholic and the family is Presbyterian, how can you get along with the family if the family is against it? They won't let you go to the Catholic Church and don't want to go to the Presbyterian Church, because you don't feel like you have gone. What do I do?
7. Most churches encourage and favor marriage between people in the same church, but why do some churches separate males and females of all ages?
8. Is it necessary for both parents to be of the same religion?
9. Why would a marriage with two religious denominations cause friction?
10. How do you feel about petting and necking?
11. Is it right to divorce and still remain a Christian?
12. Should a Christian girl or boy marry a non-Christian and try to change the other person into becoming a Christian?
13. If you marry a sinner, do you think marriage can change you either to bad or good? Which is the most likely to happen.

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[1]Questions marked with asterisks were asked more than once.

14. Do you believe that we live in a false society where people set up a strong moral code, but don't follow it?

15. Even though I try to control myself when I park with my girl friend, I can't. Is there something I can do to change this?

16. Is the main thing that is wrong with petting that it leads to sexual intercourse?

17. What do you think of pre-marital sex relationships?

18. Is there any specific verse or verses in the Bible which refer to not having sexual relations before marriage?

19. Why should marriage suddenly make sex OK? One day restraint and the next day sex.

20. When I was younger I went through a stage where I stole things. Is this normal? It seems criminal, I wouldn't even consider stealing now.

21. I don't believe in many of the practices of my boy friend's church and have turned him against his church. Was he just weak in his beliefs or should I be ashamed?

22. If a nice boy goes with a girl that has a "reputation" why should he be looked down on if he treats her like a queen - not like a "bad" girl?

23. If there is a married couple and one does not believe in God and the other does, what should be done when the kids come?

24. I think the only real difference between a nice girl and a bad girl is one displays her bad thoughts and the other doesn't. Aren't we all sort of bad in a way?

PILOT STUDY - FINANCES

Questions for the Financial Area of the Group Discussions:

The only specific question turned in, by the group, for discussion in the financial area was the one question which they all appeared to want answered. "How much money does it take to get married on?" and a request to discuss an adequate budget for teen-agers.

When asked why there were not the usual numerous questions turned in for this session, the consensus appeared to be the fact that they (the students) were really so uninformed about family finance and related areas that they were unable to ask intelligent questions. It might seem that this points to a serious omission in our society related to the dissemination of vital information to young people in a very critical area.

At the end of the scheduled sessions with the guest speakers, the evaluation of the program was made by the students. The counselor presented the questionnaires for the evaluation with only the directions as printed on the form. As the questionnaires were completed, they were put unsigned into a sealed box and none was removed until all had been completed. At that time, the results were tabulated and the following report of the findings was compiled. Copies of the evaluative report were sent to the Superintendent of Schools, the President of the Board of Education, Norman, Oklahoma, and all of the participating consultants and guest speakers.

Copies of the Student Questionnaire and Evaluative Report are included here.

NORMAN HIGH SCHOOL
STUDENT EVALUATION OF PILOT STUDY PROGRAM
PREPARATION FOR SUCCESSFUL ADULT LIFE

In the fall of 1964, the student body was asked to express its opinion concerning a program of preparation for successful adult life for high-school pupils. Ninety-two percent of the students felt such a program would be desirable and valuable at the high-school level. You were among the first group of students actually to "try out" such a program at Norman High School. Now, your honest and sincere opinions are needed to determine the value of this program and the advisability of making this type of program available to larger groups of students in the future. Think back carefully over each of the areas covered in the program and give each question your most careful consideration. These reports will be unsigned for there is no wish to identify any person with his replies.

Circle the answer which expresses your opinion best.

1. I feel this course, Preparation for Successful Adult Life, was of no value

   of little value of some value of much value of great value

2. I feel this course would be most valuable for

   sophomores juniors seniors mixed class groups

3. I feel the number of sessions in the pilot group was

   too many too few satisfactory as planned

4. I actually learned from the sessions

   no new facts some new facts many new facts

5. The opportunity to discuss areas about which there were questions was

   of no value of little value of some value of much value of great value

6. Generally speaking did the specialist give you the information you wanted in his special field?

   yes no

If your answer is "no" please tell specifically what kind of information was omitted which you desired. _____

_____

7. Were you sufficiently prepared in advance for each session?

yes no

If your answer is "no," please tell what other preparation you would suggest. ____

_____

8. If there is any area or part of this program not covered in the previous questions about which you have a suggestion or comment, please express it in your own words here. Any particularly personal effect of this program on you as an individual would be valuable in the over-all evaluation of this program and may be reported here.

9. Should this course be offered to all N.H.S. students?

yes no

The important things to remember in completing this final evaluation are:

1. that you recall the entire series of lectures and review it as a whole program.

2. that you report your own personal opinion honestly and sincerely without regard to other people's remarks.

Copy of Evaluative Report Made to the Parties Concerned

AN EVALUATIVE REPORT OF THE PILOT-STUDY PROGRAM "PREPARATION FOR SUCCESSFUL ADULT LIFE"

Conducted at Norman High School, Norman, Oklahoma
Spring of 1965

In October 1964, Mr. Lester Reed, Superintendent of the Norman Public Schools, Norman, Oklahoma, directed Mrs. Mary H. Gatchel, Head Counselor at Norman High School, to investigate the advisibility of extending the guidance program to include a new area of instruction. The purpose of such instruction would be to aid in the development of desirable attitudes and understandings in the sphere of boy-girl relationships and family living.

After a thorough study involving both the expression of community support and the keen interest of the student body of the high school, a pilot-study group was planned. The purpose of this study was two-fold; specifically it hoped to determine:

1. whether or not a student-group situation could be arranged (within a regularly scheduled high-school program) which could effectively utilize both the school counseling staff and community consultant resources in the area of personal relationships related to preparation for successful adult life.

2. whether such a program, if implemented, would be considered of significant value by the students participating in the group to warrant development on a larger scale in the future.

The program was initiated, and 29 high-school students, representing all three grade levels and both sexes, volunteered to participate in the pilot-study by giving up sufficient number of study-hall periods. The parents of these students were briefed in detail, regarding the course content, and the professional consultants to be used. Parental permission was obtained for the students to participate in the program.

The course was conducted as scheduled. (See attached schedule, Form 1.) Upon completion of the course, each student was asked to evaluate the program on an evaluation form. (See attached evaluation report, Form 2.) This form was unsigned and dropped into a sealed box; so every means was used to ensure the student that his responses would be completely anonymous.

In the student evaluation report, the individual questions were answered as follows:

1. I feel this course, PREPARATION FOR SUCCESSFUL ADULT LIFE, was:

of no value	1
of little value	1
of some value	4
of much value	11
of great value	12
Total	29

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2. I feel this course would be most valuable for:

sophomores	6
juniors	0
seniors	2
mixed class groups	21
Total	29

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3. I feel the number of sessions in the pilot-group was:

too many	2
too few	16
satisfactory as planned	11
Total	29

---

4. I actually learned from the sessions:

no new facts	2
some new facts	12
many new facts	15
Total	29

---

5. The opportunity to discuss areas, about which there were questions, was:

of no value	1
of little value	0
of some value	7
of much value	9
of great value	12
Total	29

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6. Generally speaking, did the specialists (guest speakers) give you the information you wanted in their special fields?

yes	22
no	5
a qualified yes	2
Total	29

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7. Were you sufficiently prepared in advance for each session?

yes	21
no	6
a qualified (yes & no, sometimes)	2
Total	29

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8. This question asked for personal comments or suggestions not covered in other questions. There were both adverse and favorable criticisms. Typical adverse criticisms were:

A. "It got a little boring sometimes because the speaker talked in generalizations about some areas."

B. "The physical area with Dr. ____ was so big it's hard to cover in one question session. I would like to have had the doctors again."

C. "I feel more time should be spent on sex and the physical area."

D. "I do not believe the classes or films (on reproduction and venereal disease) should be separated between boys and girls because it is not something dirty. It has been treated that way too long."

E. "It took more time than we first thought and I think something better should be arranged about a meeting place and time." (Room inadequate)

F. "I think there should be more time to evaluate the speakers' remarks." (Longer discussion period implied)

G. "Many things are covered over and over."

H. "I think this program should be required of all sophomores, but not taught to seniors because by the time that they are seniors they know most of the stuff that's covered in these interviews."

I. "There were some questions not answered."

J. "Reading more about the subject before the specialist spoke." (Not enough preparation)

K. "Speakers should not say what is right or wrong but just give both sides and let us decide on morals as we must."

Typical favorable comments were: (actual quotations from student evaluation sheets)

A. "It was good because _____ didn't bear around the bush _____ gave clear cut answers."

B. "The film about venereal disease was very thought provoking and I believe this film would do a great deal of good if everyone saw it. It would stop a lot of 'trips to Mexico,' etc."

C. "It helps to have an expert talk to us about it (the physical area), because I know I have the right information now. I also feel more at ease talking to my mother about it now."

D. "I like the idea of going down a list of questions."

E. "The majority of speakers were direct and didn't avoid the issues."

F. "It gave me a more adult outlook on life."

G. "I do feel that it has been a very good help to me and cleared up a lot of confusion about marriage for me."

H. "I felt this course helped me to better understand myself and the people around me and feel that i will always be better for it."

I. "I believe that this course when administered to freshman and sophomores would stop many of them from doing something foolish later."

J. "After learning some important facts in the different areas we studied, I have made some important decisions concerning my outlook on life that, I feel, will help me."

K. "The teen-agers problems many times stem from lack of understanding of themselves and changes in their emotions. This class could help the 'mixed up generation' get unmixed."

L. "This class has helped me in more than one way. It helped me to be able to plan for a successful marriage and it has helped with my home life now."

M. "I think this course would be a great help in controlling the sex activities of high school kids."

N. "It has been very helpful to me and has gotten me to think seriously about things which I've always taken for granted."

O. "This program did help me in almost every aspect of my personal life - at the start of the course, my boy friend and I were parking frequently and were necking heavily. After the first 3 sessions, I was able to discuss with him the problems and frustrations our parking was creating for me. Naturally, our necking was creating even more problems for him. Together we discussed the harmful effects our relationship at that time would have led to and we decided mutually to control our emotions in order to better our relationship." This student had reported this previously, in person, when she came voluntarily to the counselors' office to express her personal appreciation for the help she had received from this course. She continued by saying she and her boy friend had changed their pattern of dating to include a lot of group or double-date activities, etc.

9. Should this course be offered to all Norman High School students?

yes	27
no	1
uncertain (probably yes)	1
Total	29

In summary, the data secured support the fact that the two-fold purpose of the pilot-study was accomplished, namely:

1. The course was offered, functioned with relative ease within the regularly scheduled high school program, and utilized the services of the counseling staff and community consultant resources in a truly cooperative endeavor.

2. The boys and girls involved in the course were overwhelmingly in agreement that the course was valuable and should be offered to all Norman High School students.

As the counselor directly responsible to the Superintendent of Schools, who suggested that a study of this type of program be made, I feel that both the feasibility and value of this particular course have been proven. I would, therefore, recommend that such a program be enlarged this next school year (1965-66) to whatever degree available time, space, and personnel can accommodate.

Mary H. Gatchel, Counselor

Norman High School
Norman, Oklahoma

RECAPITULATION: NATURE AND PURPOSE OF THIS REPORT, A SUCCESSFUL VENTURE IN ONE COMMUNITY

In conclusion, the counselor reporting this study wishes to repeat, this plan is an account of one effort to conduct a group-guidance program, the purpose of which was to stimulate the development of desirable boy-girl relationships and improve self-understanding. It is hoped that through the provision of certain relevant, factual material and the opportunity for frank discussion under the competent leadership of specialists in the various areas presented, some growth and understanding of the responsibilities of "growing up" may be achieved by the young people participating in the program.